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ABSTRACT

This guide is part of the Management for Effective Teaching (MET) support kit, a pilot project developed by the Fairfax County (Virginia) Public Schools to assist elementary school teachers in planning, managaing, and implementing the county's curriculum, Program of Studies (POS). In this guide, a sample lesson plan of a teaching-learning activity is described. Objectives and strategies for the lesson "Integrating Pluralistic Education into the Curriculum" are suggested. References are made tc resources which can be found in the POS and correlation charts in other Project MET materials. Suggested activities are in the subject areas of music, health, language arts, social studies, mathematics, and art. (CJ)

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Sample Lesson Plans

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FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Office of Elementary Education

MET
Management for Effective Teaching

MET

Management for Effective Teaching

We are happy to present the Project MET materials to you. As you know, these materials are copies of the original contents of the Management Support Kit. They are designed to assist teachers, streamline organization, and support current management efforts.

We hope that you find them useful. Should additional assistance be required, please feel free to contact us at Masonville.

Project MET Staff
Pat Harbour, Director

Office of Elementary Education
Department of Instructional Services
Fairfax County Public Schools • Fairfax, Virginia

Management for Effective Teaching

MET

MANAGEMENT SUPPORT KIT

Introduction

Project MET, Management for Effective Teaching, is a federally funded developmental project which will be piloted, with materials field-tested, in Fairfax County Public Schools, during the school year 1982-83. Materials and procedures have been developed to assist with the management of planning, teaching, and record keeping. MET products contained in the Management Support Kit are designed to aid teachers in the effective utilization of time, space, and materials in organizing and planning for instruction. Approximately 400 elementary teachers throughout the school system will use the products from the kit.

The teacher is a manager who plans, coordinates, and directs the classroom, an organizational unit of the school, and thus:

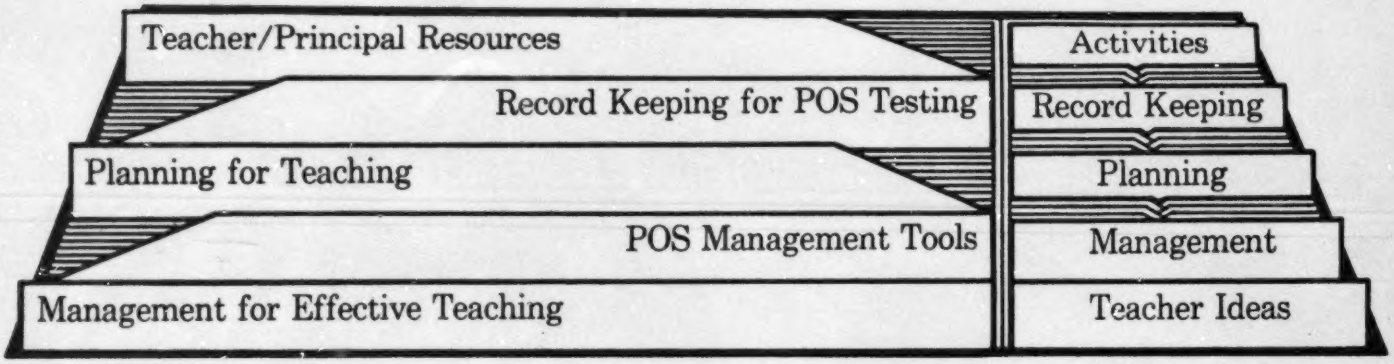
- sets goals and objectives
- ensures that appropriate knowledge and skill mastery levels are attained among students
- creates an environment conducive to the development of positive attitudes toward self and others
- teaches and reinforces positive individual and group behavior
- motivates students to achieve individual and group goals (cognitive, physical, and socio-emotional)
- manages the instructional materials, classroom space, and human resources for a quality learning environment

Research suggests that effective managment in teaching enhances the instructional program and ultimately may improve student achievement. The purpose of Project MET is to provide an opportunity for teachers to determine the extent to which this is true. Teachers will field-test the procedures, process models, and materials contained in the Management Support Kit.

During the 1982-83 school year, teachers will be asked to respond to a survey that assesses the contents of the kit. The survey will allow teachers to determine the utility and validity of the products. The participation and cooperation of each teacher using the kit and responding to the survey will be important to instructional management in Fairfax County Public Schools. Since the project is a pilot program, the results reported by teachers who have used the MET materials may have implications for instructional management throughout the state of Virginia. The time and energy of each participant will be greatly valued and appreciated.

MET

Management for Effective Teaching (MET) is a pilot project funded under Title IV-C of the Elementary and Secondary Education Act. The project was planned and implemented to answer the need expressed by teachers, principals and other educational personnel for resources to manage more effectively the Fairfax County Public Schools' Program of Studies.



What MET Is...

It is a management support kit of resources, materials and information designed to assist classroom teachers (K-6) in planning, managing and implementing the Fairfax County Public Schools' Program of Studies.

Approximately four hundred Fairfax County Public School teachers will field test and assess the products during the 1982-83 school year. The results from field testing the Management Support Kit will contribute to ideas for the development of a divisionwide instructional management system.

What MET Includes...

- a coding system for the mathematics Program of Studies
- a planning process for the first nine weeks of school, and daily/weekly and long-range models
- a record keeping system for the mathematics Program of Studies and accessment resources (Program of Studies tests) for managing the diagnostic prescriptive teaching process
- a chart which identifies and matches the Program of Studies items with specific mathematics skills
- a sample letter to parents to convey purposes of the Program of Studies testing and the manner in which to interpret test results
- a teacher plan book designed, piloted and revised by teachers
- a set of supplementary and adaptable teaching ideas
- a principal's checklist for opening and closing school

How MET Works...

It incorporates good management practice into the instructional program.

It organizes teaching strategies.

It coordinates teaching materials and diagnostic resources with the Program of Studies.

For Additional Information about Project MET
(Management for Effective Teaching), contact:

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Department of Instructional Services
3705 Crest Avenue
Annandale, VA 22003

NOTE:

The page numbers used in the POS Resources and References section included in the Sample Lesson Plans refer to the Instructional Program of Studies Guide, Fairfax County Public Schools. The numbered instructional objectives cited in the POS Resources and References Section of the Sample Lesson Plans are found in the Project MET Program of Studies Correlation Charts.

TEACHING-LEARNING ACTIVITIES

A SAMPLE LESSON FOR PRIMARY LEVELS:

INTEGRATING PLURALISTIC EDUCATION INTO THE INSTRUCTIONAL PROGRAM

I. OBJECTIVE: Students will: recognize themselves as unique individuals with capabilities and limitations; and articulate both.

II. STRATEGIES:

A. Ask students to bring in two pictures--a baby picture, one taken during kindergarten. Take a current picture of each child (use polaroid camera if available for instant print.)

1. Create a bulletin board with pictures of the children as babies, in kindergarten, and now.

2. Create an experience chart of "Things we've learned to do well since we were born".

Walk	Tie shoes	Help at home
Eat alone	Share	Love
Skip	Be polite	Be responsible

B. To stimulate a discussion for an experience chart, the following questions might be asked:

1. What are some things you did when you were younger?

2. What can you do now that you couldn't do before?

3. How have you changed? Do you dress differently? How are you the same? Is your hair the same color?

4. Do you play the same games as when you were a younger child? What different games do you play now? Could you help at home when you were younger? How? Why not? Do you help now?

POS REFERENCES RESOURCES

K-3 Music Goals (p. 87)
2- Health (p. 133)
Interpersonal Relations

K-3 Attitudes, Work Habits
Socio-Emotional Development (p. 19)

K- Language Arts (p. 5)
Written Language

2- Language Arts (p. 109)
Listening and Speaking

TEACHING-LEARNING ACTIVITIES

5. Could you go to school when you were younger? How do you know you changed, or did you change? Will you keep changing? Why do you think so?

6. What did you do when you were three? Where did you play? What did you do when you were four? Five? Six?

7. What kinds of things do you do now? What kinds of things do you do well? What do you think you need to practice?

8. Have students form groups of 5 or 6. From each, the students will select a "student of the week". The group will prepare a bulletin board display to share with other students special positive points; hobbies, interests, family, pets, etc. about the student of the week. NOTE: Work with class to establish criteria for "student of the week" selection prior to assignment of groups.

9. Ice Cream Cones

   Ask each student to make four paper ice cream cones. On three of the cones write the activities the student feels most comfortable with. On one cone write the activities the student feels uncomfortable about. Discussion should follow about the fact there are always things that some people will do better than others. Every person is unique. What is good for one person may not work for another. Have students give examples based on their experiences.

POS REFERENCES RESOURCES

K- Social Studies (p. 33)
Identity of the Individual

K- Language Arts (p. 21)
Listening and Speaking

2- Mathematics (p. 121)

3- Health (p. 187)
Personal Growth and Health

1- Social Studies (p. 71)
Beliefs and Values

3- Health (p. 187)
Interpersonal Relations

1- Language Arts (p. 59)
Listening and Speaking

TEACHING-LEARNING ACTIVITIES

10. Ask each student to make a statement into the tape recorder. Play the recording back to students and ask them to identify the speaker. Discuss how very different all voices are from one another. Is there one correct voice?

11. Samples of handwriting may be passed around and the same question asked. Is there only one kind of writing? A thumb print may also be used to show how unique and different each person is. Is there any <u>one</u> correct thumb print?

III. <u>EVALUATION</u>: Students are able to articulate their uniqueness through descriptions about their capabilities and limitations.

POS REFERENCES RESOURCES

1- <u>Language Arts</u> (p. 59)
Listening and Speaking

TEACHING-LEARNING ACTIVITIES

A SAMPLE LESSON FOR PRIMARY AND ELEMENTARY LEVELS:

INTEGRATING PLURALISTIC EDUCATION INTO THE INSTRUCTIONAL PROGRAM

I. OBJECTIVE: Students will identify and discuss facts about their uniqueness and that of others through oral and written communication, drama, and art.

II. STRATEGIES: (Increase level of difficulty based on age, experience, and specific needs of students and content used.)

1. Hold up a picture of an animal, building, etc. Ask students to discuss what they like and don't like about the picture.
2. Pass around a piece of candy and an onion. Discuss what makes them different.
3. Ask students to identify things they like about themselves.
4. Ask students to identify ways in which they say, feel, or behave differently from others. Give each student an opportunity to share.

POS REFERENCES RESOURCES

K- Social Studies (p. 33)
Identity of the Individual
Knowledge

K- Health (p. 37)
Uniqueness of self

1- Language Arts (p. 59)
Listening and Speaking
Discussion skills
Describe and discuss pictures

3- Social Studies (p. 178)
Participation

3- Language Arts (p. 161)
Communicate ideas clearly

4, 5, 6- Attitudes, Work Habits (p. 19)
Relate own feelings or opinions about some activities, tasks, or ideas

4- Health (p. 79 Obj 1 & 2)
Interpersonal Relations

4- Art (p. 89 Obj 1)
Discuss concepts and ideas to be expressed thru art.

5- Health (p. 156 Obj 3)
Likenesses and differences

TEACHING-LEARNING ACTIVITIES

POS REFERENCES RESOURCES

6. Hands-on activities: Ask primary students to draw pictures of themselves doing something they like. Elementary students may do a "Me" collage, paint with tempera, write stories, poetry, or dramatize something of interest to them.

7. Ask students to describe, write about or record on tape their ideas about one of the selected topics:

   - What I'm doing to learn about other people.
   - What I'd like to know about other people.

   Suggested topics:

hobbies	who or what makes them happy	scary moments
pets	who or what makes them sad	favorite TV pro
games	where they live	grams
food	places they have visited	stories

   Suggestions, if needed:

talk	read	play together
visit	see films	field trips
watch	ask	role playing
listen	work on projects or committees	foods

K- Art (p. 43)
Self as artist
Look at own work

K- Social Studies (p. 33)
Identity of individual beliefs and values.

K-3 Music Goals (p. 87)

1- Social Studies (p. 73)
People and families
Beliefs and values

2- Social Studies (p. 125)
Knowledge

3- Language Arts (p. 161)
Listening and speaking
Communicate ideas clearly

4-6 Music Goals (p. 85 Goal 1)

4- Language Arts (p. 38 obj 1 & 10)

5- Language Arts (p. 113-5 Obj 11 & 16)
Write poems.
Dramatize

5- Art (p. 165 Obj 1)

6- Social Studies (p. 215 Obj 30)

6- Art (p. 237 Obj 2a)
Print with tempera

TEACHING-LEARNING ACTIVITIES

II STRATEGIES: (continued)
Strategies to assist students recognize their personal self worth.

1. Teachers may begin this activity by talking with students about themselves and their positive qualities. Ask student to describe themselves and their attributes or good qualities.

   Students will write or dictate stories depicting these areas:

   - Things I like about myself.
   - Things other people like about me.
   - Autobiography (my life story)

   Physical Attributes: Students will draw pictures, make paper mache or life-size models of themselves.

   - Size - height and weight.
   - Eye shape and color.
   - Hair - color and texture.
   - Skin color.
   - Things I can do with my body.

   Emotional Attributes: Students will create and share improvisations describing the following:

   - Things that are special about me.
   - Things I can do well.
   - Things I need some help doing.
   - Things that make me happy.
   - Things that make me sad.

POS REFERENCES RESOURCES

K- Language Arts (p. 25)
Composition

K- Health (p. 37)
Physical attributes

2- Language Arts (p. 111)
Participating in conversation or discussion

2- Health (p. 133)
Individuals differ in growth

3- Health (p. 187)
Personal growth

3- Language Arts (p. 161)
Oral communication

4- Art (p. 89 Obj 2.g.)
Paper mache

4- Language Arts (p. 35 Obj 4)
Autobiography

5- Health (p. 155 Obj 1 & 7)

6- Language Arts (p. 193
Paragraphs Obj 5)

6- Art (p. 237 Obj 2.b.)
Life-size models

6- Language Arts (p. 195
Obj 10)

6- Health (p. 227 Obj 4, 5, & 6)

TEACHING-LEARNING ACTIVITIES

2. Students will identify attributes of others. Ask students to select one of the activities at a Learning Center and complete:

   - The person I act most like is _____. Draw a picture showing what you like about that person. Write a haiku poem about the ways in which the two of you are alike. Write an anecdote about this person.
   - Write a letter to a person you admire.
   - Make a list of the things that make you trust people.
   - Ask students to make a large mural which will illustrate people or themselves doing things they like most to do.
   - Record in a diary or journal the daily events which make you happy. Compare notes with a friend and see if there are similarities.

POS REFERENCES RESOURCES

K- Art (p. 43)
Drawings representing people.

1- Reading (p. 49)
Follow oral and written directions.

1- Language Arts (p. 62)
Letters

2- Art (p. 143)
Murals

3- Language Arts (p. 163)
Letters

3- Health (p. 187)
People provide a safe environment.

4- Language Arts (p. 40 Obj 11)
Letters
Reports (obj 14)

4- Art (p. 89 Obj 2.c.)
Mural

4- Health (p. 79 Obj 1,2,3, & 5)

5- Language Arts (p. 117 Obj 8)

5- Health (p. 155 Obj 1,2,3, & 4)
Interpersonal relations

5- Art (p. 165 Obj 2.c.)
Mural

6- Language Arts (p. 189 Obj 11c)
Haiku poem
Business letter (Obj 9)

TEACHING-LEARNING ACTIVITIES

3. Students will form small groups and discuss the following:

   - My best points are _____
   - Some of my weaknesses are _____
   - I like best the following about you _____
   - Sometimes I don't like what you do when you _____

4. Students in small groups will make a picture, poster, mural or collage depicting the positive attributes of each other. They will present and describe their finished product to the class (e.g., Mary is a good soccer player; Ted helps others fix things; Juan does good art work; Sally is terrific in mathematics; Polly has a pretty smile, etc.)

III. EVALUATION: Students are able to articulate their uniqueness through descriptions of their capabilities and talents.

POS REFERENCES RESOURCES

K- Language Arts (p. 21)
Sentence completion

K- Social Studies (p. 33)
Compare own actions and attitudes with others

1- Reading (p. 52)
Word selection

2- Language Arts (p. 111 & 112)
Compose a sentence
Group discussion to complete a task

3- Language Arts (p. 161)
Participate in group project

4- Health (p. 79 Obj 1 & 2)
Attributes of people

4- Art (p. 89 Obj 2.c.)

5- Language Arts (p. 114 Obj 5 & 10)
Group discussions
Oral reports

6- Art (p. 237 Obj 2.b.)

6- Language Arts (p. 191 Obj 8 & 12)
Group discussion
Oral presentation

UNIT PLANNING

Unit The World of Work

Aim Increase awareness of the world of work through an understanding of different careers

Length of Unit
3 weeks

Advance Preparation
1. Collect pictures of people at work.
2. Collect old magazines for cutting pictures
3. Write paragraph about unit to include in parent letter
4. Make arrangements with principal or other adult for students to conduct career interviews

Unit Objectives Students will
1. Discuss different careers and demonstrate an awareness of the world of work.
2. Describe differences between a job and a career.
3. Take responsibility for a job in the classroom
4. Interview an adult and ask 2 or 3 questions about the adult's career.

TEACHING-LEARNING ACTIVITIES

Day 1 What is a job?
1. Intro World of Work
   - Show photographs of workers
   - Ask about observations
     - work
     - tools
     - clothing
     - skills
     - importance
     - place of work
     - worker happy?
   - Staple photos on bulletin board
2. Speculation (Talk about standards: group discussion.)
   - Ask: What does it take to be successful in a job?
   - Record students' ideas on chart
3. Intro - "Jobs in Classroom" chart
   - Define, Demonstrate jobs, relate to #2
   - Explain rotation, assign volunteers
4. Homework - "My Jobs at Home" worksheet
   - Demonstrate how to do worksheet
5. Evaluation
   - Ask: What are some things you learned about jobs in the world of work?

Day 2

POS REFERENCES RESOURCES

Magazine photos

POS Soc St (5.143)
- Interpret photos

Bulletin Board: World of Work

POS Language Arts (5.14)
- Group Discussion

Chart: Keys to Success

Chart: Classroom Jobs

POS Social-Emot (5.93)
- Respect and care for property

Ditto and Transparency: My Jobs at Home

Overhead Projector

Marking Pen

TEACHING-LEARNING ACTIVITIES

POS
REFERENCES
RESOURCES

Black Line Master
May be Reproduced

UNIT PLANNING

Unit

Aim

Length of Unit

Advance Preparation

Unit Objectives

Black Line Master
May be Reproduced